Iowa Evaluator Approval Training Program Beginning Teacher Comprehensive Evaluation November 18, 2002

1) Which teachers must have a comprehensive evaluation by the end of the 2002-2003 school year?

All teachers who began their first year of teaching after July 1, 2001, in an Iowa public school district that was participating in the Teacher Quality legislation and held an initial license, must have a comprehensive evaluation by the end of this school year. A participating district is a district that distributed Teacher Quality salary dollars at the minimums prescribed by state law during the 2001-2002 school year.

Iowa law: HF 2549: Section 7

3 3. "Comprehensive evaluation" means a summative evaluation of a beginning teacher conducted by an evaluator for purposes of determining a beginning teacher's level of competency relative to the lowa teaching standards and for recommendation for licensure and to determine whether the teacher's practice meets the school district expectations for a career teacher."

2) Who is responsible for the comprehensive evaluation?

The district must provide an evaluator who has been certified through the new evaluator approval training program. Ideally, this is the teacher's building principal. District administrative personnel responsible for a beginning teacher's comprehensive evaluation are currently being certified through the program. Districts are responsible for using the processes for evaluation established through their master contracts with their bargaining units, unless a waiver is obtained or the process is re-negotiated. However, the lowa Teaching Standards and Criteria must be used as the content of the evaluation. Districts must use the comprehensive evaluation form developed by the DE for submission to the Board of Educational Examiners at the end of the evaluation cycle for beginning teachers. Districts are expected to revise local evaluation systems to support the Teaching Standards and Criteria by July 1, 2004. This revision should include provisions for performance reviews of experienced teachers, development of individual career development plans, and intensive assistance procedures.

Iowa law: HF 2549: Section 9

2. A school board shall provide for the following: a. By July 1, 2002, for purposes of comprehensive evaluations for beginning teachers required to allow beginning teachers to progress to career teachers, standards and criteria that are the lowa teaching standards specified in subsection 1 and the model criteria for the lowa teaching standards developed by the department. These standards and criteria shall be set forth in an instrument provided by the department. The comprehensive evaluation and instrument are not subject to negotiations or grievance procedures pursuant to chapter 20 or

determinations made by the board of directors under section 279.14. A local school board and its certified bargaining representative may negotiate, pursuant to chapter 20, evaluation and grievance procedures for beginning teachers that are not in conflict with this chapter. If, in accordance with section 279.19, a beginning teacher appeals the determination of a school board to an adjudicator under section 279.17, the adjudicator selected shall have successfully completed training related to the lowa teacher standards, the model criteria adopted by the state board of education in accordance with section 284.3, subsection 3, as enacted by this Act, and any additional training required under rules adopted by the public employment relations board in cooperation with the state board of education.

3) Must the evaluator and teacher document evidence for each of the 42 criteria for the eight Teaching Standards?

Documentation does not mean one piece of evidence is required for each criterion. It is quite possible that through a pre-observation conference, a classroom observation, and a post-observation conference that the majority of the criteria for the standards are addressed. This one lesson is likely to include evidence of the teacher planning for instruction, delivery of instruction and examples of student work. Beginning teachers and their certified evaluator should work cooperatively to compile the evidence of the teacher's knowledge and skills on the Teaching Standards and Criteria. As the evaluator and teacher discuss the teacher's performance, each of the criteria should be addressed to determine if the "body of evidence" compiled for each standard is sufficient to determine if the teacher meets the standard.

At the end of the comprehensive evaluation, a beginning teacher and the district should know if the "body of evidence" has adequately addressed each of the standards and is sufficient to recommend that the beginning teacher advance to career teacher. Each district must decide the level of expectation for each standard through the use of the criteria in determining whether the teacher's practice meets the school district's expectations for a career teacher.

4) Who compiles the evidence?

Absent a locally bargained contract provision to the contrary, our expectation would be this should not be the responsibility of either the evaluator in isolation or the teacher in isolation. Since a good evaluation process requires the participation of both the evaluator and the teacher, it is expected that both provide the documentation necessary. Planning for instruction, delivering instruction, student products, evidence of teacher communication with parents and students, and teaching artifacts are examples of documentation. A teacher should be able to supply this type of documentation as a result of their teaching routines. An evaluator would have evidence through such examples as their interactions with the teacher, observation of professional development opportunities, observation of classroom teaching, and the teacher's students reactions/products to classroom instruction.